DOCUMENT RESUME

ED 167 491 SP 013 384

| | |
|---|---|
| AUTHOR | Holland, Robert L., Ed.; Drummond, Herbert E., Ed. |
| TITLE | A Self-Appraisal Checklist for Physical Education in Ohio's Secondary Schools. |
| INSTITUTION | Ohio Association for Health, Physical Education, and Recreation, Columbus.; Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education. |
| PUB DATE | Jul 78 |
| NOTE | 17p.; Colored pages may not reproduce clearly |
| AVAILABLE FROM | Ohio Department of Education, 65 S. Front St., Room 815, Columbus, Ohio 43215 (free) |
| EDRS PRICE | MF-$0.83 HC-$1.67 Plus Postage. |
| DESCRIPTORS | *Checklists; Class Management; Curriculum Evaluation; *Education; Personnel Evaluation; *Physical Education; Physical Education Facilities; Program Administration; *Program Design; *Program Evaluation; Program Improvement; *Secondary Education; Self Evaluation |

ABSTRACT

The purpose of the self-appraisal checklist is to assist school personnel in their endeavors to improve the secondary school program of physical education. The checklist is organized into seven major categories that represent essential aspects of a secondary school program: philosophy and principles, organization and administration, class management, the staff, the curriculum, facilities and equipment, and evaluation and grading. The objective of the checklist is to assist personnel in surveying and assessing an existing program and, in turn, comparing it to a quality program exemplified by the checklist items. A score comparison chart is provided at the end. (DS)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED167491

# A Self-Appraisal Checklist for Physical Education in Ohio's Secondary Schools

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert L. Holland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Division of Elementary and Secondary Education
Ohio Department of Education
Columbus, 1978

in cooperation with
The Ohio Association for Health, Physical Education, and Recreation

SP013384

NOV 3 1978

## State Board of Education

Everett L. Jung, M.D., Hamilton, President
Martha W. Wise, Elyria, Vice-President
Martha B. Agler, Columbus
William M. Baker, Madison
Wallace E. Blake, Zanesville
Walter A. Burks, Jr., Cleveland
Thaddeus Garrett, Jr., Akron
Susan D. George, Canton
Richard C. Glowacki, Toledo
Robert W. Grosser, Strongsville
William M. Judd, Cincinnati
Thomas A. Kelty, Poland
Robert A. Lyons, Sr., Dayton
Roy D. McKinley, Coshocton
John R. Meckstroth, Cincinnati
Ward M. Miller, Portsmouth
Anthony Russo, Mayfield Heights
Ruth S. Schildhouse, Columbus
Wayne E. Shaffer, Bryan
Cecil M. Sims, Piqua
Robert W. Walker, Adena
Robert E. Williams, Xenia

---

FRANKLIN B. WALTER
Superintendent of Public Instruction
VIRGINIA L. KUNKLE
Assistant Superintendent, Instruction
M. HERMAN SIMS
Director, Division of
Elementary and Secondary Education
ROBERT L. HOLLAND
Assistant Director
Related Fields Section
HERBERT E. DRUMMOND
Consultant, Physical Education

Ohio Department of Education July 1978
Division of Elementary and Secondary Education
65 South Front Street, Columbus, Ohio 43215

## Introduction

The purpose of this self-appraisal checklist is to assist Ohio school personnel in their endeavors to improve the secondary school program of physical education. The checklist was prepared by the Ohio Association for Health, Physical Education, and Recreation in cooperation with the Ohio Department of Education, Division of Elementary and Secondary Education.

The checklist is organized into seven major categories which represent essential aspects of a secondary school physical education program. While the organization of the program, extent of facilities and activities available, staffing patterns, and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful to personnel in any secondary school in surveying and assessing its existing program and, in turn, comparing it to a quality program exemplified by the checklist items.

## How To Use This Checklist

The *Self-Appraisal Checklist for Physical Education in Ohio's Secondary Schools* contains 127 items. Each item represents a criterion against which a school's program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of school physical education programs. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read carefully each statement and determine as objectively as possible the extent to which the statement describes the school's program. This appraisal should be recorded by indicating the extent to which the evaluator agrees that the statement describes the school's program. This extent is indicated by circling:

4. if the evaluator *strongly agrees* that the statement describes the program
3. if the evaluator *agrees* that the statement describes the program
2. if the evaluator is *undecided*
1. if the evaluator *disagrees* that the statement describes the program
0. if the evaluator *strongly disagrees* that the statement describes the program

A 4 rating for an item suggests that the stated attribute of the school's program is very satisfactory; a 3 rating indicates the attribute is *satisfactory*. A 2 rating may identify an aspect of the program which is borderline between satisfactory and unsatisfactory. A 1 rating suggests a need for program improvement; and a 0 indicates that the stated attribute is missing from the program.

A *possible score* is given for each category and for the total program, based upon a 4 rating for each statement. The *actual score* is the total of the ratings given by the evaluator and should be compared to the *possible score* to determine the status of each category and of the total program. The "Summary of Scores" and "Score Comparison Chart" should be used to make these comparisons.

When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between actual scores and possible scores. These needed improvements should be listed by categories. The list may then give direction to continuing efforts toward improving the quality of the intramural program.

## I. Philosophy and Principles

Possible Score — 44 points
Actual Score — _____points

**Circle appropriate response**

4 = Strongly agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly disagree

| | | | | | |
|---|---|---|---|---|---|
| 1. A written statement concerning the values and objectives of the total secondary school physical education program and how these are achieved is available to all. | 4 | 3 | 2 | 1 | 0 |
| 2. The program is founded on the philosophy that physical education is education through the medium of the physical, rather than education of the physical. | 4 | 3 | 2 | 1 | 0 |
| 3. Physical education is regarded as an integral part of education and is dedicated to the same aim: the fullest possible development of all students in accordance with their capacities. | 4 | 3 | 2 | 1 | 0 |
| 4. It is clearly understood by all school personnel that physical education is primarily a developmental experience and a mode of expression through movement and not a series of unplanned play periods. | 4 | 3 | 2 | 1 | 0 |
| 5. The biological, psychological, and social foundations of physical education are recognized and consciously utilized in planning and teaching. | 4 | 3 | 2 | 1 | 0 |
| 6. School personnel and students understand the following: | | | | | |
| a. The values of physical education instruction | 4 | 3 | 2 | 1 | 0 |
| b. The philosophical basis for including physical education in the school program | 4 | 3 | 2 | 1 | 0 |
| c. The contribution physical education makes to the total education of the individual | 4 | 3 | 2 | 1 | 0 |
| 7. The belief is held by school personnel that the success of the program depends in part on the teachers' ability to present a rationale, including the philosophical basis, for a required program of physical education to students, parents, and the general public. | 4 | 3 | 2 | 1 | 0 |
| 8. School personnel recognize that in order to achieve the goals of the program, a wide range of activities must be included in the curriculum and much planning done in order to allow for the great difference in skill development of the pupils at any age or grade level. | 4 | 3 | 2 | 1 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| **9.** In planning the program, major consideration is given to providing opportunities for pupils to acquire a broad knowledge and understanding regarding the development and maintenance of the human organism through physical education activities and skill development in movement. | **4** | **3** | **2** | **1** | **0** |

---

## II. Organization and Administration

Possible Score — 92 points
Actual Score — ____points

**Circle appropriate response**

**4** = Strongly agree
**3** = Agree
**2** = Undecided
**1** = Disagree
**0** = Strongly disagree

| | | | | | |
|---|---|---|---|---|---|
| **1.** All students in grades 7-10 are enrolled in physical education classes and participate in an organized and progressive program of instruction. A minimum of ½ unit of credit is required for graduation. | **4** | **3** | **2** | **1** | **0** |
| **2.** Pupils are not permitted to substitute other curricular or extracurricular phases of the school program (band, interscholastic athletics, make-up work, intramural athletics, health education, or clerical work) for participation in the physical education instructional classes. | **4** | **3** | **2** | **1** | **0** |
| **3.** Written program objectives are reviewed and up-dated by the physical education curriculum committee at least evey two years. | **4** | **3** | **2** | **1** | **0** |
| **4.** Students unable to participate in the activities of the general program because of low physical vitality or disability are assigned to adapted physical education sections or rest, depending upon the recommendations of a physician. | **4** | **3** | **2** | **1** | **0** |
| **5.** Students are excused from the physical education program only upon a written request from a physician. This request includes a statement suggesting types of activities for the student's condition and covers a specific period of time. | **4** | **3** | **2** | **1** | **0** |
| **6.** If an adapted program is provided the school provides a suitable form on which the physician can check the kinds of activities in which the pupil can safely participate. | **4** | **3** | **2** | **1** | **0** |
| **7.** Class rank and the findings of a medical examination are major factors in assigning pupils to physical education classes. | **4** | **3** | **2** | **1** | **0** |

| | | | | | |
|---|---|---|---|---|---|
| **8.** Students are classified for physical education according to the following: | | | | | |
| **a.** Grade | **4** | **3** | **2** | **1** | **0** |
| **b.** Developmental levels | **4** | **3** | **2** | **1** | **0** |
| **c.** Health status determined by findings of medical examination | **4** | **3** | **2** | **1** | **0** |
| **9.** Instruction is offered in coeducational and co-recreational periods involving activities appropriate for such occasions. | **4** | **3** | **2** | **1** | **0** |
| **10.** Although ideal facilities may be lacking, maximum use is made of all available outdoor and indoor space, including community resources. | **4** | **3** | **2** | **1** | **0** |
| **11.** A written course of study is available to help insure that a broad scope of instructional activities is presented in a progressive and sequential order. The course of study includes the following: | | | | | |
| **a.** A statement of philosophy | **4** | **3** | **2** | **1** | **0** |
| **b.** Units of instruction | **4** | **3** | **2** | **1** | **0** |
| **c.** Sample lesson plans including suggested time allotments to assist the teacher in meeting unit objectives | **4** | **3** | **2** | **1** | **0** |
| **d.** Evaluation procedures | **4** | **3** | **2** | **1** | **0** |
| **e.** Policies and procedures section | **4** | **3** | **2** | **1** | **0** |
| **d.** Student and teacher resources | **4** | **3** | **2** | **1** | **0** |
| **12.** An accident policy has been developed with assistance from medical personnel. The policy covers the following: | | | | | |
| **a.** Safety measures to prevent injuries in various activities | **4** | **3** | **2** | **1** | **0** |
| **b.** First-aid procedures | **4** | **3** | **2** | **1** | **0** |
| **c.** Accident and injury reporting procedures | **4** | **3** | **2** | **1** | **0** |
| **d.** Evaluation procedures | **4** | **3** | **2** | **1** | **0** |
| **13.** The school makes available an elective program to all pupils who want to participate in physical education beyond the required program. | **4** | **3** | **2** | **1** | **0** |

## III. Class Management

Possible Score — 60 points
Actual Score — _____points

**Circle appropriate response**

**4** = Strongly agree
**3** = Agree
**2** = Undecided
**1** = Disagree
**0** = Strongly disagree

| | | | | | |
|---|---|---|---|---|---|
| **1.** The program focuses on individualized instruction by the following means: | | | | | |
| **a.** Students who need additional instruction receive it | **4** | **3** | **2** | **1** | **0** |
| **b.** Students are grouped and regrouped according to the movement skills they need to learn | **4** | **3** | **2** | **1** | **0** |
| **c.** At times pupils are grouped in an area of activity in which they need to improve | **4** | **3** | **2** | **1** | **0** |
| **d.** Students are placed in an activity which meets their level of proficiency | **4** | **3** | **2** | **1** | **0** |
| **2.** Students have the opportunity to do independent study by: | | | | | |
| **a.** Contracting for the amount of study they are to accomplish | **4** | **3** | **2** | **1** | **0** |
| **b.** Participating in practice sessions outside of class | **4** | **3** | **2** | **1** | **0** |
| **c.** Taking equipment home and conducting their own practice sessions | **4** | **3** | **2** | **1** | **0** |
| **3.** Coeducational experiences and activities are provided. | **4** | **3** | **2** | **1** | **0** |
| **4.** Lessons are planned so that students have a challenging task at all times. | **4** | **3** | **2** | **1** | **0** |
| **5.** Adjustments are made in the program for students with movement learning deficiencies. | **4** | **3** | **2** | **1** | **0** |
| **6.** Students share in the selection and planning of content for the physical education program. | **4** | **3** | **2** | **1** | **0** |
| **7.** The class is organized in such a way that there will be maximum participation on the part of the students. | **4** | **3** | **2** | **1** | **0** |
| **8.** Teachers use the entire class period for instructing pupils and do not take classtime for grading papers or other noninstructional activities. | **4** | **3** | **2** | **1** | **0** |
| **9.** Equal consideration is given to boys' and girls' classes in the distribution of supplies and equipment used in the program. | **4** | **3** | **2** | **1** | **0** |
| **10.** Students are provided an opportunity to participate in an organized "student leadership program." | **4** | **3** | **2** | **1** | **0** |

## IV. The Staff

Possible Score — 60 points
Actual Score — _____points

**Circle appropriate response**

**4** = Strongly agree
**3** = Agree
**2** = Undecided
**1** = Disagree
**0** = Strongly disagree

| | | | | | |
|---|---|---|---|---|---|
| **1.** All physical education teachers meet state certification standards for teaching physical education in secondary schools. | **4** | **3** | **2** | **1** | **0** |
| **2.** Staff members are knowledgeable and effective in: | | | | | |
| **a.** Planning and organizing class work | **4** | **3** | **2** | **1** | **0** |
| **b.** Establishing and maintaining fine student-teacher relationships | **4** | **3** | **2** | **1** | **0** |
| **c.** Curriculum areas of physical education | **4** | **3** | **2** | **1** | **0** |
| **d.** Methods of teaching | **4** | **3** | **2** | **1** | **0** |
| **e.** General public relations including participating in community life | **4** | **3** | **2** | **1** | **0** |
| **f.** Relationships with other teachers | **4** | **3** | **2** | **1** | **0** |
| **g.** Meeting their legal responsibilities | **4** | **3** | **2** | **1** | **0** |
| **3.** Staff members are following a plan for personal and professional growth through participation in graduate or advanced work, workshops and conferences, meetings and conventions, and independent study. | **4** | **3** | **2** | **1** | **0** |
| **4.** The school has a definite well-organized inservice education program for improving the quality of instruction in the physical education classes. | **4** | **3** | **2** | **1** | **0** |
| **5.** A course of study committee (men and women) gives consideration annually to needed revisions in the program. | **4** | **3** | **2** | **1** | **0** |
| **6.** The school is making continuous efforts to upgrade its program by striving for the following: | | | | | |
| **a.** Daily instruction in physical education | **4** | **3** | **2** | **1** | **0** |
| **b.** Adequate facilities and equipment | **4** | **3** | **2** | **1** | **0** |
| **c.** Certificated staff in physical education | **4** | **3** | **2** | **1** | **0** |
| **7.** The qualifications and experience of instructors and community resource personnel are utilized to the best advantage to achieve program objectives. | **4** | **3** | **2** | **1** | **0** |

## V. The Curriculum

Possible Score — 76 points
Actual Score — ____ points

**Circle appropriate response**

**4** = Strongly agree
**3** = Agree
**2** = Undecided
**1** = Disagree
**0** = Strongly disagree

| | | | | | |
|---|---|---|---|---|---|
| **1.** The school has developed and provided a teaching guide for use in the school. | **4** | **3** | **2** | **1** | **0** |
| **2.** The curriculum in physical education is planned with careful consideration to the scope and sequence of activities, and proper grade placement of students. | **4** | **3** | **2** | **1** | **0** |
| **3.** The program is as comprehensive as facilities and personnel will permit. | **4** | **3** | **2** | **1** | **0** |
| **4.** The physical education instructional program includes: | | | | | |
| **a.** Team sports | **4** | **3** | **2** | **1** | **0** |
| **b.** Individual and dual sports | **4** | **3** | **2** | **1** | **0** |
| **c.** Rhythms | **4** | **3** | **2** | **1** | **0** |
| **d.** Dance | **4** | **3** | **2** | **1** | **0** |
| **e.** Gymnastics | **4** | **3** | **2** | **1** | **0** |
| **f.** Games and relays | **4** | **3** | **2** | **1** | **0** |
| **g.** Aquatics (when available) | **4** | **3** | **2** | **1** | **0** |
| **5.** The needs, characteristics, and values of the students are considered when determining the scope and sequence of the program. | **4** | **3** | **2** | **1** | **0** |
| **6.** Up-to-date sources of curriculum materials are available to the staff. | **4** | **3** | **2** | **1** | **0** |
| **7.** The opportunity to pursue indepth study of an activity is available to all students in the following ways: | | | | | |
| **a.** Instruction (basic required — group and individual activities) | **4** | **3** | **2** | **1** | **0** |
| **b.** Intramurals | **4** | **3** | **2** | **1** | **0** |
| **c.** Library resources, including loop films | **4** | **3** | **2** | **1** | **0** |
| **d.** Elective or supplemental programs | **4** | **3** | **2** | **1** | **0** |
| **8.** Students share in the selection and planning of the content of the physical education program. | **4** | **3** | **2** | **1** | **0** |
| **9.** Lessons are planned so that students have a challenging task at all times. | **4** | **3** | **2** | **1** | **0** |
| **10.** The school is making continuous efforts to upgrade its program by striving for daily instruction in physical education for each pupil, and for facilities, staff, and equipment commensurate with such a program. | **4** | **3** | **2** | **1** | **0** |

## VI. Facilities and Equipment

Possible Score — 88 points
Actual Score — _____points

**Circle appropriate response**

**4** = Strongly agree
**3** = Agree
**2** = Undecided
**1** = Disagree
**0** = Strongly disagree

| | | | | | |
|---|---|---|---|---|---|
| **1.** The board of education budgets a sufficient amount of money to purchase needed supplies and equipment. | **4** | **3** | **2** | **1** | **0** |
| **2.** Indoor and outdoor facilities are designed to include use by community recreational programs. | **4** | **3** | **2** | **1** | **0** |
| **3.** The outdoor area is adjacent to the school building and is large enough to provide for a variety of outdoor activities. | **4** | **3** | **2** | **1** | **0** |
| **4.** The outdoor area is properly surfaced, graded, drained, enclosed and free from safety hazards. | **4** | **3** | **2** | **1** | **0** |
| **5.** The gymnasium and auxiliary indoor teaching stations meet the following criteria: | | | | | |
| **a.** Hardwood floors | **4** | **3** | **2** | **1** | **0** |
| **b.** Properly painted lines | **4** | **3** | **2** | **1** | **0** |
| **c.** Free of safety and health hazards. | **4** | **3** | **2** | **1** | **0** |
| **d.** Large enough to accommodate all pupils scheduled in physical education classes | **4** | **3** | **2** | **1** | **0** |
| **e.** Ceilings at least 20-22 feet in height | **4** | **3** | **2** | **1** | **0** |
| **f.** Proper storage space | **4** | **3** | **2** | **1** | **0** |
| **6.** Dressing areas meet the following conditions: | | | | | |
| **a.** Dressing, shower, and toilet facilities are clean, sanitary, in good working order, and in sufficient quantity to handle the peak class load | **4** | **3** | **2** | **1** | **0** |
| **b.** There is a storage locker or basket for each student | **4** | **3** | **2** | **1** | **0** |
| **c.** There is one shower head for each four students during the peak load | **4** | **3** | **2** | **1** | **0** |
| **d.** There are adequate benches and mirrors in the dressing rooms | **4** | **3** | **2** | **1** | **0** |
| **e.** Enough lockers are provided to permit each pupil to be assigned a locker for storing street clothes | **4** | **3** | **2** | **1** | **0** |
| **f.** Hair dryers are provided | **4** | **3** | **2** | **1** | **0** |

| | | | | | |
|---|---|---|---|---|---|
| **7.** The towel system provided is satisfactory and meets hygienic and sanitary standards. | **4** | **3** | **2** | **1** | **0** |
| **8.** There is an adequate supply of games and activity equipment such as balls, bats, nets, paddles, clubs, archery tackle, mats, gymnastic pieces, and officiating materials. | **4** | **3** | **2** | **1** | **0** |
| **9.** All equipment is checked frequently for possible safety hazards and any hazards discovered are eliminated. | **4** | **3** | **2** | **1** | **0** |
| **10** The facility provides adequate space so that students have sufficient room to perform safely and any hazards are eliminated as soon as they are discovered. | **4** | **3** | **2** | **1** | **0** |
| **11.** All students have for their own use supplies and equipment for skill development. | **4** | **3** | **2** | **1** | **0** |
| **12.** Community facilities and resources are used to enhance the scope of the instructional program. | **4** | **3** | **2** | **1** | **0** |

---

## VII. Evaluation and Grading

Possible Score — 84 points
Actual Score — _____points

**Circle appropriate response**

**4** = Strongly agree
**3** = Agree
**2** = Undecided
**1** = Disagree
**0** = Strongly disagree

| | | | | | |
|---|---|---|---|---|---|
| **1.** A wide assortment of up-to-date assessment instruments is used to guide students and staff in evaluating performance objectives. | **4** | **3** | **2** | **1** | **0** |
| **2.** Evaluation of student progress is based on the following: | | | | | |
| **a.** Observation | **4** | **3** | **2** | **1** | **0** |
| **b.** Tests — skill, fitness, written | **4** | **3** | **2** | **1** | **0** |
| **c.** Total performance ability | **4** | **3** | **2** | **1** | **0** |
| **d.** Conferences with students | **4** | **3** | **2** | **1** | **0** |
| **e.** Desirable changes in social, emotional, and health behavior | **4** | **3** | **2** | **1** | **0** |
| **f.** Knowledge of the effects of activity on the human organism | **4** | **3** | **2** | **1** | **0** |
| **3.** The criteria for evaluation are directly related to program objectives. | **4** | **3** | **2** | **1** | **0** |

| | | | | | |
|---|---|---|---|---|---|
| 4. Students are evaluated by the staff on the following: | | | | | |
| a. Cognitive understandings | 4 | 3 | 2 | 1 | 0 |
| b. Affective behavior and expression | 4 | 3 | 2 | 1 | 0 |
| c. Motor performance | 4 | 3 | 2 | 1 | 0 |
| 5. Evaluation procedures are explained to students at the beginning of each term of study. | 4 | 3 | 2 | 1 | 0 |
| 6. Each student is graded according to his or her own limitations. | 4 | 3 | 2 | 1 | 0 |
| 7. Students are evaluated and graded in accordance with school policy. | 4 | 3 | 2 | 1 | 0 |
| 8. All students understand what they must accomplish to achieve each possible grade. | 4 | 3 | 2 | 1 | 0 |
| 9. The major portion (50% or more) of a student's grade is based on motor skill. | 4 | 3 | 2 | 1 | 0 |
| 10. The application of cognitive understandings constitutes 25% or more of a student's grade. | 4 | 3 | 2 | 1 | 0 |
| 11. The grading system is based upon established criteria for measuring pupil progress. | 4 | 3 | 2 | 1 | 0 |
| 12. A separate grade for each unit of instruction is combined into a single grade for each grading period. | 4 | 3 | 2 | 1 | 0 |
| 13. The grading plan indicates the extent to which each student has achieved the objectives of the course. | 4 | 3 | 2 | 1 | 0 |
| 14. Students are given opportunity to select a particular grade they are capable of achieving and to work toward it. | 4 | 3 | 2 | 1 | 0 |

## Summary of Scores

| | | Possible Score | Actual Score |
|---|---|---|---|
| Part I. | Philosophy and Principles | 44 | _____ |
| Part II. | Organization and Administration | 92 | _____ |
| Part III. | Class Management | 60 | _____ |
| Part IV. | The Staff | 60 | _____ |
| Part V. | The Curriculum | 76 | _____ |
| Part VI. | Facilities and Equipment | 88 | _____ |
| Part VII. | Evaluation and Grading | 84 | _____ |
| | Totals | 504 | _____ |

## Score Comparison Chart

The asterisks on the diagram below indicate the highest score possible in each category. Chart the actual score based on your evaluation to determine strong and weak areas of your school's physical education program.

| Points | Philosophy and Principles I | Organization and Administration II | Class Management III | The Staff IV | The Curriculum V | Facilities and Equipment VI | Evaluation and Grading VII |
|---|---|---|---|---|---|---|---|
| 100 | | | | | | | |
| 95 | | | | | | | |
| 90 | | *** | | | | | |
| 85 | | | | | | *** | |
| 80 | | | | | | | *** |
| 75 | | | | | *** | | |
| 70 | | | | | | | |
| 65 | | | | | | | |
| 60 | | | *** | *** | | | |
| 55 | | | | | | | |
| 50 | | | | | | | |
| 45 | | | | | | | |
| 40 | *** | | | | | | |
| 35 | | | | | | | |
| 30 | | | | | | | |
| 25 | | | | | | | |
| 20 | | | | | | | |
| 15 | | | | | | | |
| 10 | | | | | | | |
| 5 | | | | | | | |
| 0 | | | | | | | |

## A Summary of Needed Improvements

I. Philosophy and Principles

II. Organization and Administration

III. Class Management

IV. The Staff

V. The Curriculum

VI. Facilities and Equipment

VII. Evaluation and Grading

## Acknowledgments

The Ohio Department of Education wishes to acknowledge the guidance, assistance, and contributions of the following educators in preparing this publication. The members of the Ohio Association for Health, Physical Education, and Recreation Evaluative Criteria Committee were:

Sally F. Murphy
Secondary Physical Education Teacher
Northmont High School
Clayton, Ohio 45315

Polly K. Widner
Secondary Physical Education Teacher
Marysville High School
Marysville, Ohio 43040

Margaret E. Love (Retired)
Consultant
Ohio Department of Education

Perry B. Johnson
Professor of Physical Education
University of Toledo
Toledo, Ohio

Betty G. Hartman
Professor of Physical Education
Kent State University

Barbara A. Nelson
Professor of Physical Education
The Ohio State University

Shirley A. Babitt
Supervisor of Physical Education
Cleveland Board of Education

Annie Clement
Professor of Physical Education
Cleveland State University

Editors:
Robert L. Holland
Ohio Department of Education

Herbert E. Drummond
Ohio Department of Education